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ABSTRACT

This annotated bibliography describes 55 titles of teaching materials that have been selected in order to provide history teachers with a list of high quality resources to supplement their textbooks. The materials are organized into the following categories: America: All Periods; Eighteenth Century America and the Revolution; The Constitutional Period; Nineteenth Century America; Twentieth Century America; World History; Women's History; and National Center for History in the Schools Teaching Units. Each entry includes the title, author or publisher, date, type of materials, length, grade level, source, and description. (DB)

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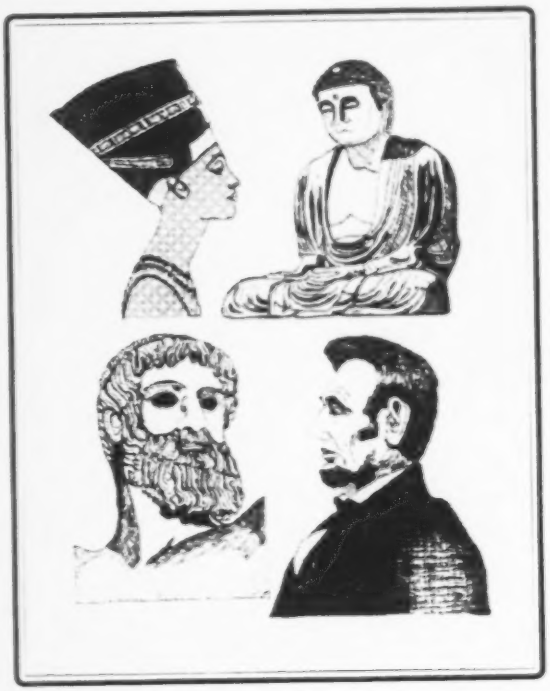
SELECTED TEACHING MATERIALS FOR UNITED STATES & WORLD HISTORY

An Annotated Bibliography
by Linda Symcox



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Finally, we acknowledge the continuing contributions of the National Endowment for the Humanities which established the National Center for History in the Schools in March 1988 and has generously supported this activity.

For information on our own teaching units and other resources from the Center, please write:

National Center for History in the Schools
University of California, Los Angeles
Moore Hall 231, 405 Hilgard Avenue
Los Angeles, CA 90024-1521

INTRODUCTION

The following pamphlet is an annotated bibliography of exemplary teaching materials collected nationally. These fifty five units have been carefully selected in order to provide history teachers with a list of lively resources to supplement their textbooks.

The titles listed in this pamphlet were selected according to the following criteria: they offer sound historical content, they are lively and engaging, they make use of primary sources, and they contribute to the student's historical and cultural literacy.

The materials on the list represent the best among several hundred teaching units which were collected by the National Center for History in the Schools from across the nation. Using the ERIC computer network, we searched for various categories in World and United States history. Our search also included the category of Social Studies, in order to pull in elementary grade materials which are usually filed within that category.

In addition to the ERIC search, we sent out mailings to various organizations all over the country in an attempt to get the names and addresses of recommended history teachers in the fifty states. We then wrote to the teachers soliciting any materials which they might have developed for themselves or for their department, but which they had not had the opportunity to disseminate more broadly. Some of the organizations which we contacted were: the state coordinators for National History Day, all of the state Historical Societies, and all of the state Humanities Councils. We also sent requests to organizations such as the Social Science Education Consortium, the Organization of American Historians, the Constitutional Rights Foundation, The National Council for the Social Studies, the National Diffusion Network, The History Alliance, the PATHS/PRISM Project, many NEH institute coordinators, etc. These groups were most helpful and sent along their recommendations.

We feel that we now have a body of materials which deserves to be publicized and used. We are therefore issuing this bibliography now, even though it is by no means exhaustive. The Center is constantly receiving materials and at some future date we will release further suggestions of sound teaching materials. To obtain any of these materials, we suggest you write directly to the addresses provided. Please do not write to us because we do not stock the materials. We believe that these are excellent materials which will enliven your curriculum and grab your students' attention. Good luck!

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AMERICA: ALL PERIODS

1. Cobblestone, *The History Magazine for Young People*

Author or Publisher: Cobblestone Publishing, Inc.
Date: 1980 on
Type of Materials: Magazine with articles and activities
Length: 50 pages
Grade Level: Elementary and Junior High
Source: Cobblestone Publishing, Inc.
30 Grove Street
Peterborough, NH 03458

Description:

Cobblestone, *The History Magazine for Young People*, is published monthly for students in grades five through nine. Each issue covers a single, in-depth topic in American history. A few examples of past issues are: "America's Lighthouses," "The People of Williamsburg," "Norman Rockwell," "Wall Street," "Who Came to America Before Columbus," "The U.S. Postal Service," and "Willa Cather." As you can see, topics are varied. Events and individual characters are brought alive through articles, illustrations and student activities and puzzles. These magazines serve as a supplement to the textbook and provide a convenient classroom library on the heritage of America. Teachers can order a current subscription and they can also select from 125 back issues.

AMERICA: ALL PERIODS

2. The American Reader: *Words That Moved a Nation*

Author or Publisher: Edited by Diane Ravitch
Date: 1990
Type of Materials: Anthology of American history and literature
Length: 383 pages
Grade Level: Upper Elementary through adult
Source: Harper Collins Publishers
10 East 53rd Street
New York, NY 10022

Description:
This volume contains over 200 highly readable speeches, documents, poems, songs and illustrations which capture the many-faceted American spirit and culture. Each document is preceded by a short introduction which identifies both the author and the historical context in which the piece was written. Included alongside of well known pieces such as Patrick Henry's "Give me liberty or give me death!" speech, are other less known but equally profound documents such as the feminist Lucy Stone's "A Disappointed Woman" or songs from the labor movement such as "Which Side Are You On?" Documents run chronologically from "The Mayflower Compact" to the unfinished last article of Theodore H. White, entitled "The American Idea," begun in 1986 to celebrate the two-hundredth birthday of the nation. Teachers will find that they can quickly browse through this volume and painlessly incorporate the memorable words of our past into their curriculum.

3. Peoples in the Past.

Author or Publisher: Old Sturbridge Village Museum
Date: 1978 on
Type of Materials: Packets with background, activities, and primary sources.
Length: 25 pages
Grade Level: Elementary and Junior High
Source: Old Sturbridge Village
1 Old Sturbridge Village Rd.
Sturbridge, MA 01566-0200

Description:

Old Sturbridge Village produces wonderful resource packets on varied topics from 18th-century daily life in New England. The title of the series is **Peoples in the Past**. Each packet contains ten to fifteen edited primary source documents which can be reproduced for classroom use. These documents range from diaries and letters to autobiographies and they have been re-written for classroom use. The packets also contain accompanying teaching notes and a guide to the documents. They are written for elementary and middle school students. The materials enrich the study of work and family life, industrialization, crafts, and the local community. The following are some of the topics which we have reviewed:

1. Childhood
2. Making a Living: Factory
3. Youth
4. Choosing Work
5. Courtship and Marriage
6. The Farm Family
7. Pastime Pleasure
8. Life Cycle: Aging and Death
9. Reform: Poverty

4. Women in Colonial and Revolutionary America, 1607-1790.

Author or Publisher: Bonnie Eisenberg, National Women's History Project
Date: 1989
Type of Materials: Background readings with discussion questions.
Length: 41 pages
Grade Level: Elementary and Junior High
Source: Mid-Atlantic Equity Center
The American University
5010 Wisconsin Avenue, N.W., Suite 310
Washington, D.C. 20016
(202) 885-8536

Description:

This unit is designed to be a supplemental teaching tool for upper elementary and middle school use. It contains information on the circumstances under which women of various cultures lived during this period as well as individual biographies. This information provides an important perspective on the early history of our nation, one that is seldom included in textbooks. There are biographies of ten women who lived between 1630 and 1800. Some of these women were Native Americans whose ancestors had inhabited the region for hundreds of years. Some were European women whose families came to this land to take part in the development of a new nation. Others were black women brought from Africa to work as slaves for the white settlers. A bibliography and discussion questions are included.

5. The American Revolution, Crisis of Law and Change.

Author or Publisher: Public Issues Series, Social Science Education Consortium.
Date: 1988
Type of Materials: Pamphlet with lessons and primary sources.
Length: 67 pages plus Teacher's Guide
Grade Level: High School
Source: Social Science Education Consortium
SSEC Publications
855 Broadway
Boulder, CO 80302

Description:

This unit is in a series called the **Public Issues Series**. It uses historical, fictional and contemporary situations to help students analyze and discuss persisting human dilemmas. The unit uses a variety of primary source materials and probing questions to engage students in the issues. A teacher's guide is included along with reproducible worksheets for students.

One of the topics dealt with in the unit is "A Closer Look at the Stamp Act," which includes the British position and the colonists' reaction. Another topic is the specific case of George Watkins in 1773, a colonist who had to face the dilemma of whether or not to join the dissent or continue obeying the government. The unit goes on to explore how all people must eventually choose sides as the conflict of values grows sharper. Next the "shot heard round the world" is discussed from various points of view. The unit concludes by presenting the events in Selma, Alabama in 1965 as a modern analogy to the protests of the American Revolution. Students are asked to look for similarities and differences between the civil rights demonstrators and the colonial patriots of 1775.

EIGHTEENTH CENTURY AMERICA AND THE REVOLUTION

6. The Causes of the American Revolution.

Author or Publisher: Thomas Ladenburg, Social Science Education Consortium
Date: 1989
Type of Materials: Lesson plans with primary sources.
Length: 128 pages
Grade Level: High School
Source: Social Science Education Consortium
SSEC Publications
855 Broadway
Boulder, CO 80302

Description:

This unit involves students in examining historical issues from several perspectives. They learn the political, economic, social and ideological context in which events related to the American Revolution unfolded. They deal with moral/ethical dilemmas raised in this context and compare those dilemmas with a contemporary dilemma. Finally, students play historian, analyzing the events they have learned about and developing an explanation for the causes of the American Revolution. By the end of the unit students will have thought through important issues related to the nature of the social contract, the right to rebel, and the use of violence, whether by citizens or by authorities.

Some lessons are listed here: Social Class in Colonial America, The Problems of Empire, the Boston Massacre, Kent State and Recurring history, The Tea Party, the Battle of Lexington, Understanding the Declaration of Independence, the State of Nature and the Right to Rebel, etc.

7. Lessons on the Northwest Ordinance of 1787: *Learning Materials for Secondary School Courses in American History, Government and Civics.*

Author or Publisher: John J. Patrick, ERIC Clearing House for Social Studies/Social Science Education.
Date: 1987
Type of Materials: Lesson plans in a spiral bound notebook.
Length: 200 pages
Grade Level: High School
Source: Indiana Committee for the Humanities
1500 N. Delaware St.
Indianapolis, IN 46202

Description:

This is a set of nine lessons written for the bicentennial of the Northwest Ordinance of 1787. The study of the Ordinance and its application provides a lesson to all those who care to learn about how the American nation spread from the seaboard and eastern mountains to the heartland and the Great Plains. The Northwest Ordinance was the framework by which 31 out of the fifty states entered the Federal Union and it is one of the most important documents in American history. The lessons use primary source documents and discuss such issues as civil liberties and governance of new states. They are excellent lessons illustrating for students many of the important issues involved in the founding of this nation.

8. James Madison and The Federalist Papers

Author or Publisher: John J. Patrick, The National Trust for Historic Preservation
Date: 1990
Type of Materials: Lesson plans with primary source documents.
Length: 188 pages
Grade Level: High School
Source: The Publications Manager
ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/CHESS)
Indiana University
2805 East Tenth Street
Bloomington, IN 47408
(812) 855-3838

Description:

This volume of materials for high school teachers and students provides an in-depth study of the Federalist and the Anti-Federalist positions during the founding of our nation. The lessons make use of seven of James Madison's papers from *The Federalist*. The editor's intention is to present both sides of the debate about how the new nation was to be governed so that students will understand the constitution and the enduring political issues which still concern us today.

The book is divided into three major parts. *Part One, the Background Papers,* provides teachers with information and ideas for the following lessons. It consists of three background papers entitled: 1) *"The Federalist Papers* in the Curriculum," by John J. Patrick, 2) "James Madison and the Founding of the Republic," by A.E. Dick Howard and, 3) "The Constitutional Thought of the Anti-Federalists," by Murray Dry.

Part Two includes six *Lesson Sets* for high school students of American history or government. Topics covered in the lessons are: the origin and purposes of *The Federalist Papers,* differences between Federalists and Anti-Federalists, majority rule and minority rights, federalism and republicanism, separation of powers, and constitutional checks and balances.

Part Three consists of thirteen primary source documents: the seven papers by Madison from *The Federalist* and six papers by leading anti-federalists. A *Select Annotated Bibliography* which directs teachers to additional sources concludes the volume.

9. Becoming Informed Citizens: *Lessons on the Constitution for Junior High School Students.*

Author or Publisher: California State University, Los Angeles.
Date: 1988
Type of Materials: Lesson plans with activities
Length: 347 pages
Grade Level: Junior High
Source: California State University, L.A.
Distributed by:
Regina Books
P.O. Box 280
Claremont, CA 91711
(714) 624-8466

Description:

This is an excellent series of lessons written for junior high school students. It includes primary source documents, activity sheets and lesson plans written by teachers in conjunction with professors. The topics covered are the following: Fundamental concepts of the Constitution, Roots of the Constitution, Writing and Ratifying the Constitution, Amending the Constitution, Federalism, Separation of Powers and Civil Rights and Liberties.

Throughout the lessons students are viewed as active learners. Opportunities are frequently provided for individual desk work, group discussion, role-playing and writing.

10. A Hypothetical Second Constitutional Convention.

Author or Publisher: Connecticut Humanities Council
Date: 1988
Type of Materials: Lesson plans with documents.
Length: 65 pages
Grade Level: High School
Source: The Connecticut Consortium for Law Related Education, Inc.
Denise Merrill
Center for Law Related Education
25 Industrial Parkway
Middletown, CT 06457

Description:

Students stage a hypothetical Second Constitutional Convention based on the real positions of federalists and anti-federalists. Though the Constitution had been ratified by eight States, there were several calls for amendments as a condition for ratifying put forward by anti-federalists at the State Conventions. A substantial number of anti-federalists urged publicly and privately that a Second Constitutional Convention be called to consider proposed changes, and the federalists wanted a chance to answer their arguments face-to-face. The unit makes use of primary source documents and students prepare a 5 to 7 minute speech arguing their case. After all of the "delegates" have given their "speeches" a vote is taken on each of the recommendations made. Journalists are responsible for "reporting" in their papers about the recommendations made, and will re-state the recommendations at the time of the vote.

11. Women and the Constitution: *Curriculum Unit.*

Author or Publisher: Molly Murphy MacGregor, National Women's History Project.
Date: 1988
Type of Materials: Printed booklet of lesson plans with documents.
Length: 59 pages
Grade Level: High School
Source: National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

Description:

This unit presents women's relationship to the Constitution since its inception. It provides narrative sections, documents, assignments, discussion questions and review questions as well as a chronological table at the beginning. The narratives provide historic overviews which begin in colonial times and conclude with the centennial of the Constitution.

Women played an important role in the grass roots movements which led to the 13th, 14th 15th, 18th and 19th amendments. A narrative and documents relating to the development of the amendments are included.

A brief overview of women and the Supreme Court precedes examples of Court decisions that have defined women's legal and political rights. There are also biographical sketches giving background on the lives of the women mentioned in the unit and information about the times in which they lived. A resource list offers additional resources for teachers and students interested in doing further research.

12. The Constitution of The United States, A Special Supplement of The Magazine of History. Volume 3, Number 1, Winter, 1988.

Author or Publisher: Contributors
Date: Winter, 1988
Type of Materials: Magazine with articles and lesson plans.
Length: 61 pages
Grade Level: High School
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Description:

This issue deals almost entirely with the Constitution. It includes the following articles and lesson plans.

Articles:

1. "Reclaiming Constitutional History, an article dealing with the historiography of the Constitution."

2. "An Angle of Vision: Black Women and the United States Constitution, 1787-1987."

3. "The U.S. Constitution in the Classroom: Some Problems and Solutions."

4. "1787 and 1776: Patrick Henry, James Madison, and the Revolutionary Legitimacy of the Constitution."

5. "Teaching about the U.S. Constitution Through Metaphor: Government as Machine."

Lesson Plans:

1. How Five (Partly True) Myths can Help Teachers Teach About the Constitution.

2. Women: From the American Revolution to the United States Constitution

3. What is a Constitution?

The magazine also includes Resources for Teaching about the Constitution from ERIC.

13. To Promote the General Welfare: The Purpose of Law. (Law in the Social Studies Series.)

Author or Publisher: Constitutional Rights Foundation
Date: 1985
Type of Materials: Published teacher and student manuals with lessons.
Length: 140 pages
Grade Level: High School
Source: Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Description:

This is a series of 5 units dealing with the purpose of law in American society. The following are the titles of the units:

1. Law in a New World: Ways to Resolve Conflict. This unit deals with a native American people called the Cayuga over 300 years ago and ends with the famous Salem witch trials.

2. Patriots and Pirates: Law and Facts. This unit discusses piracy and illicit trade.

3. During the Late Wicked Rebellion: Protecting the Individual. Deals with the *Ex Parte Milligan* Supreme Court decision of 1866.

4. Child Labor in America: Protecting Society. Discusses child labor at the turn of the century and the Fair Labor Standards Act.

5. The Twenties in Turmoil: The Scope and Limits of Law. Discusses many aspects of prohibition.

All of the units analyze the development of laws and their relationship to the general welfare by looking at documents and at the laws themselves.

14. American Album: 200 Years of Constitutional Democracy. (Law in the Social Studies Series.)

Author or Publisher: Constitutional Rights Foundation
Date: 1986
Type of Material: Published teacher and student's edition with lessons.
Length: 51 pages
Grade Level: High School
Source: Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

Description:

This volume of the Law in Social Studies Series contains eight units arranged chronologically from the Constitution's initial implementation in the late 18th century to the Civil Rights movement of the 1950s and 60s. Each unit addresses a significant issue in the U.S. legal system and a corresponding legal process. Each unit also raises important constitutional issues.

Many of the units involve direct study of the Constitution and the portions of the Constitution examined in each unit are listed at the start, as are the key constitutional issues which will be raised. Each unit provides background material, directed discussions, classroom strategies, small group activities, brainstorming, simulations and role-plays, and follow-through activities.

Some of the topics discussed are:

1. The First Congress.
2. John Marshall and the U.S. Courts.
3. Cruel and Unusual Punishment: Dorothea Dix and Prison Reform.
4. Dred Scott's Case.
5. Clarence Darrow and Thomas Dewey: The Adversary System.
6. Civil Rights and the Law.

15. We the People.

Author or Publisher: Center for Civic Education
Date: 1987
Type of Material: Published lesson plans with documents and activities.
Length: 160 pages
Grade Level: Separate volumes made for Elementary, Junior High and Senior High.
Source: Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
(818) 340-9320

Description:

This series of units is divided into individual books for elementary, middle and senior high schools. The units are intended to give students an understanding of the background, creation, and subsequent history of the unique system of government brought into being by our Constitution. At the same time, it will help them understand the principles and ideals that underlie and give meaning to the Constitution, a system of government by those governed. A sample Table of Contents includes the following units: Political Philosophy, History and Experience, The Constitution, The Establishment of Government, Fundamental Rights, and Responsibilities of the Citizen.

The following topics are included:

1. The Natural Rights philosophy of John Locke.
2. The Social Contract.
3. The Roman Republic.
4. What is Constitutional Government?
5. Preventing Abuse of Power.

These units analyze many aspects of constitutional law in depth.

16. Living With Our Deepest Differences: Religious Liberty in a Pluralistic Society.

Author or Publisher: The First Liberty Institute
Date: 1990
Type of Material: Three notebooks with lesson plans.
Length: Three notebooks of approximately 250 to 300 pages each.
Grade Level: Elementary, Junior High, Senior High
Source: Learning Connections Publishers, Inc.
75 Mt. Vernon Street
Boston, MA 02108

Description:

These curricular notebooks are all concerned with the religious liberty clauses of the First Amendment. A distinguished group of educators, scholars and educational organizations has joined to develop this curriculum in order to help teachers address the principles and problems of religious liberty in a pluralistic society.

The curriculum focuses on the place of religious liberty in society. The lessons in each notebook are designed to provide the teacher with maximum flexibility so that they may be used either together as a unit or infused into a course as needed. Lesson plans, source documents, extension activities, bibliography and suggestions for evaluation are included in the package.

Some topics for lessons are the following:

Upper Elementary: The Arrival of the First Jews in America, 1654-1658, Article 16 of the Virginia Declaration of Rights and the shift from "toleration" to "free exercise," Christopher Sauer and pluralism in the Middle Colonies in the 17th Century.
Junior High: John Winthrop, Roger Williams and the Puritan contribution to religious liberty, James Madison's "Memorial and Remonstrance" and the triumph of Disestablishment, Charles Finney and abolition, and anti-Semitism.
High School: Alexis de Tocqueville on religious liberty and American Democracy, Twentieth Century immigration and the challenge of accommodation, Twentieth Century atrocities and the growing achievements of rights guaranteed by law.

17. A Humanities Approach to Early National U.S. History: *Activities and Resources for the Elementary and Junior High School Teacher.*

Author or Publisher: James R. Giese and Lynn S. Parisi, Social Science Education Consortium, Inc.
Date: 1986
Type of Materials: Two volumes of lesson plans in loose-leaf notebooks.
Length: Elementary volume, 181 pages, Junior High volume, 213 pages
Grade Level: Elementary and Junior High
Source: Social Science Education Consortium
SSEC Publications
855 Broadway
Boulder, CO 80302

Description:

These notebooks are companion volumes of lessons designed to complement the teaching of U.S. History. They cover art, architecture, literature, religion, music, dance, and in fact, everyday life. The emphasis is on the early national period of U.S. history— the years from 1790 to 1830— but the framework provided can be applied to coverage of other eras as well.

Just a few of the topics covered are:

1. Graves and Epitaphs in New England Church Yards.
2. Living in a Puritan town.
3. Puritan homes.
4. Poor Richard's Almanac and its use in Colonial America.
5. Everyday Slave Life in the Early National Period.
6. Who's Who in Early America.
7. A Town Meeting.
8. Classical Influence on American Culture.
9. Indentures and Apprenticeships.
10. School in the Early 19th Century.

18. Civil War Era Teaching Unit.

Author or Publisher: National Archives, Kansas City Branch
Date: 1986
Type of Materials: Bound lesson plans with documents and handouts.
Length: 63 Pages
Grade Level: Junior or Senior High
Source: National Archives - Kansas City Branch
2312 East Bannister Road
Kansas City, MO 64131

Description:

This packet focuses on resources available from the National Archives, particularly those at the Kansas City Branch. The packet contains original documents such as letters, photographs, newspaper articles and slave compensation records. Questions on student handouts accompany each document. The earliest item in the packet dates from 1854; the most recent is from 1986. The information pertains to the Civil War era and includes land purchase agreements, contested land claims, and secondary resources

Materials can be used in several ways: for analysis of individual documents, as the raw material for classroom debates, drama or role-playing, or as an illustration of points to be emphasized.

NINETEENTH CENTURY AMERICA

19. The Civil War: *Soldiers and Civilians.*

Author and Publisher: The National Archives and SIRS, Inc.
Date: Unknown
Type of Materials: Teaching unit with primary source documents.
Length: 70 page booklet and numerous facsimiles
Grade Level: Junior High or High School
Source: SIRS, Inc., Publishers
P.O. Box 2348
Boca Raton, FL 33427

Description:

The Civil War: Soldiers and Civilians is a teaching unit designed to supplement secondary school students' study of the Civil War. The unit is made up of five topics that relate to military and civilian life. Each topic uses reproductions of documents from the National Archives in conjunction with classroom exercises based on the documents. The five topics included are:

1. Camp Life.
2. Laborers, Contrabands and Soldiers.
3. The Battle of Ball's Bluff.
4. War and Technology
5. Civilians and Government.

The unit includes a list of objectives, a list of documents, an introductory exercise, a time line, a glossary and an annotated bibliography. It also contains exercises, worksheets, notes to the teacher and long-term projects.

20. A Brief Review of Black Cowboys in the Territory of Arizona.

Author or Publisher: Edward Holmes, Jr.
Date: 1984
Type of Materials: ERIC Report - Mostly content information.
Length: 53 pages
Grade Level: K-12, adaptable
Source: ERIC Reports
Computer Microfilm Corporation
3900 Wheeler Avenue
Alexandria, VA 22304-6409

Description:

Designed to aid K-12 teachers in preparing a unit on the West. Section 1, an introduction, contains a list of unit objectives and discussion of instructional methods and techniques. Sections 2 through 8 contain content information on the black cowboys, the frontier hierarchy, frontier discrimination, and the black cowboy in fiction. In the Arizona Territory, one quarter of the cowboys were reported to be black. While blacks rarely rose to the position of ranch foreman or trail boss in the frontier hierarchy, they often held the position of trail cook, bronco buster, roper, and top hand. A 10-page bibliography contains a selection of media resources, books and local historical associations.

21. The Frontier, *Magazine of History. Special supplement*. Vol. 3, No. 2, Spring, 1988.

Author or Publisher: Organization of American Historians
Date: 1988
Type of Materials: Magazine with articles and lesson plans.
Length: 65 pages
Grade Level: Junior and Senior High
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Description:

Most of this issue deals with The Frontier. It includes the following articles and lesson plans:

Articles:

1. "The Turner Thesis and the Role of the Frontier in American History."
2. "The Frontier, the Individual and the Community."
3. "The Railroad and the Frontier West."
4. "The Mining Frontier of the American West: An Introduction"
5. "The Mining Frontier and the Development of Communities."
6. "The Great Plains Agricultural Frontier and What Lay Ahead for Rural America."
7. "The West, the Environment, and American History."
8. "Black Frontier Settlements in Spanish Colonial Florida."

Lesson Plans:

1. Women's Lives in the 19th Century American West.
2. Having Students Keep "A Frontier Journal."

The issue also includes ERIC Resources for Teaching about the Frontier.

22. Twain/Stowe Sourcebook, *Curriculum Resource Materials for the Study of Mark Twain and Harriet Beecher Stowe.*

Author or Publisher: Elaine and Earl French, editors, Connecticut Humanities Council
Date: 1989
Type of Materials: Published volume of resources with some activities.
Length: 157 pages
Grade Level: Junior or Senior High
Source: Mark Twain Memorial and Stowe/Day Foundation
Connecticut Humanties Council
41 Lawn Avenue
Wesleyan Station
Middletown, CT 06457
(203) 347-6888

Description:

This sourcebook is a collection of essays, curriculum materials and bibliographies designed to increase the variety of works by both Twain and Stowe read by today's students. There are essays and curricular materials written by teachers for teachers. Several curriculum units include primary documents and personal letters from the collections of the Mark Twain Memorial and the Stowe-Day Foundation.

A few of the units are the following:

1. Animals as Satirical Devices.
2. Authors and their Homes.
3. The Beecher Sisters on Women's Rights.
4. Civil War Memories.
5. Mark Twain: Philanthropist.
6. Slavery: Language of Fact & Fiction.
7. Twain and Humor.

23. Connecticut Case Studies: WATER WHEELS AND STEAM ENGINES, PART I: SHOPS ALONG THE BROOK.

Author or publisher: Mark Williams
Date: 1989
Type of Materials: Envelope packet of lesson plans and primary sources.
Length: 30 pages
Grade Level: High School
Source: Mark Williams, teacher at Loomis Chaffee School, Windsor, CT and the Connecticut Humanities Council.

Description:

Connecticut Case Studies is a large series of self-contained units of instructional materials designed for use by high school students and their teachers. The goal was to provide teachers of American History courses with engaging local history resources to be integrated periodically into their survey. Each unit contains a "Teacher's Guide" with background information and context for the teacher, as well as appropriate objectives, suggested strategies, lesson plans and questions, and a list of additional resources on the subject. The packet also contains student activity or role-playing cards as well as documents. Some of the documents are facsimiles of the original sources, giving students a sense of what a historian must face.

This particular unit on industrialization is designed not only to explore economic transitions in early 19th-century Connecticut, but also to illustrate the importance of different types of primary sources. This collection of materials is useful for engaging students in a "new social history" investigation. Students will come to understand that the generalizations in their textbooks about women, working class people, and family life are based upon exhaustive research into sources that yield minute amounts of information. The materials will also provide some insight into the early development of industry in Connecticut, a state that would become, along with other states in the northeast, increasingly industrialized during the 19th century.

Water Wheels and Steam Engines is about a relatively rural township, Granby, Connecticut, and its village of West Granby. The purpose is to illustrate that the roots of industrialization existed in small town American society as they did in the port-towns and colonial cities.

24. A Guide to the Study of Childhood, 1820-1920.

Author or Publisher: Strong Museum
Date: 1984
Type of Materials: Published booklet of activities with pictures and primary sources.
Length: 39 pages
Grade Levels: Junior and Senior High
Source: The Strong Museum
Director of Education
1 Manhattan Square
Rochester, NY 14607

Description:

This booklet is to introduce junior and senior high school students to a variety of historical resources which can be used to learn about local, family, and nineteenth-century cultural history. Each of the primary materials presented is accompanied by a "To The Teacher" section of background information printed on perforated pages. The "Student Activities" section consists of materials such as photographs of museum objects, excerpts from a diary, examples of children's literature, photographs and prints. Questions guide students in the methods of the historian as they consider the information and its limitations.

25. A Guide to the Study of A Victorian Household.

Author or Publisher: Strong Museum
Date: 1981
Type of Materials: Published booklet of activities with pictures and primary sources.
Length: 32 pages plus worksheet
Grade Level: Junior or Senior High
Source: The Strong Museum,
Director of Education
1 Manhattan Square
Rochester, NY 14607

Description:

The purpose of this booklet is to introduce junior and senior high school students to a variety of often-ignored historical resources: architecture, family photographs, maps, and family papers. It is designed to be used as a supplement to regular classroom work in local, family, or 19th century cultural history.

The documents presented here center around one family, the D.H. Osbornes, who lived in Victor, New York from the 1850's through the first half of this century. Because the Osborne house is still standing and is well documented in the Strong Museum's collections, a focus on this particular family provides us with a variety of sources. Students will interpret primary materials and at the same time get a glimpse of Victorian life in an upper middle class household. The final section of the workbook, "Your House as History," applies the same method of inquiry to 20th century residences. Using this approach, students can contrast 19th and 20th century lifestyles.

The Margaret Woodbury Strong Museum's collections reflect the taste of middle and upper middle class Americans living in the northeastern region from 1820 to 1940. This is the period of time when the impact of the Industrial Revolution was made manifest in the growth of an industrial economy, in rising living standards, in an increase in leisure time as a result of new technologies, and in the broadening of sales and distribution of goods.

26. Science and Technology in History, *Magazine of History*. Vol. IV, No. 2, Spring 1989.

Author or Publisher: Organization of American Historians
Date: Spring 1989
Type of Materials: Magazine with articles and lesson plans.
Length: 64 pages
Grade Level: Junior or Senior High
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Description:

This issue deals largely with Science and Technology. It includes an article called, "Does the History of Science and Technology have a Future?," as well as several lessons on the subject and a list of educational resources.

The **lessons** are the following:

1. Technology, the Potomac Canal and National Unity.
2. Giving Up the Gun.
3. History of Science and Technology Through Primary Sources: Thomas Jefferson's *Notes on the State of Virginia*.
4. The JASON Project: Ghosts of Ancient Fighting Ships.

NINETEENTH CENTURY AMERICA

27. Industrialization, An Introduction to Mass Production.

Author or Publisher: Strong Museum
Date: None given
Type of Materials: Typed lesson plans, work sheets and slides
Length: 20 pages plus slides and transparencies
Grade Level: Junior or Senior High
Source: The Strong Museum
1 Manhattan Square
Rochester, NY 14607
(716) 263- 2700

Description:

Although this unit is designed to complement the collection called *"The Great Transformation, an Introduction to American culture, 1820-1930,"* exhibited at the Strong Museum, it stands on its own with lesson plans and a terrific slide collection. This unit is based on an object-orientated overview of the major political, economic and social factors influencing American life during the so-called Gilded Age.

Some of the activities include:

1. Acquainting students with mass production techniques,
2. Putting the student in the position of building a factory to manufacture cloth in 1840,
3. An analysis of a chart of statistics regarding manufacture of cloth at Lowell, Massachusetts,
4. Having students analyze patent papers, and
5. A discussion of the impact of industrialization.

28. Immigration, Pluralism and National Identity, Public Issues Series.

Author or Publisher: Social Science Education Consortium
Date: None given
Type of Materials: Leaflet of units with primary sources and activities.
Length: 70 pages plus Teacher's Guide
Recommended Grades: High School
Source: Social Science Education Consortium
SSEC Publications
855 Broadway
Boulder, CO 80302

Description:

This issue looks at the history of immigration rather than concentrating solely on current immigration issues. By looking at how decisions were made in the past, we can see that history could have taken many alternative courses. The critical issues of this unit are:

1. What has motivated people to pull up roots and undertake a potentially hazardous journey to a place that may or may not be more hospitable?

2. Are immigrants and their descendants treated unfairly or hampered by discrimination?

3. What is an American? Can immigrants strike a balance between their traditions and the "American Way?"

4. Should the U.S. still be a refuge for the oppressed? What should our immigration policy be?

The units make extensive use of primary source documents to discuss vital issues of the immigration experience, immigration restrictions over the years, and today's experience.

29. The Rise of Organized Labor, Workers, Employers, and The Public Interest.

Author or Publisher: Social Science Education Consortium
Date: 1989
Type of Materials: Leaflet with units, documents and activities.
Length: 67 pages plus Teacher's Guide
Recommended Grades: High School
Source: Social Science Education Consortium
SSEC Publications
855 Broadway
Boulder, CO 80302

Description:

Again the issue looks at the history of organized labor in order to see how decisions were made in the past. The central issue of the unit is the relationship between American labor unions and corporate management over the last 200 years. The first American unions were founded as early as 1790, at the beginning of the Industrial Revolution. The worsening of working conditions as a result of industrialization brought greater public sympathy for union efforts and, finally, legal recognition of workers' rights. The public supported many union efforts to win safe working conditions and a fair standard of living for all. Yet the public has not been completely behind union efforts, fearing their power. The questions which this unit addresses are the following:

1. What claims or grievances may workers legitimately express against their employers? What methods may workers legitimately use to influence the employer's policies?

2. In what ways may the activities of organized workers and of employers conflict with the public interest? In what ways should the power of an employer be restricted by law? In what way should laws restrict the powers of organized workers?

3. What are some effective ways of resolving disputes between workers and employers for their best interests and for the interests of the general public?

Lessons cover the following topics: 1) The Nature of Work, 2) Labor Organizes, 3) Government and Unions, and 4) Today's Issues.

30. The Progressive Era, *Magazine of History*. Vol. 1, Number 3/4, Winter/Spring, 1986.

Author or Publisher: Organization of American Historians
Date: Winter/Spring, 1986
Type of Materials: Articles and lesson plans in magazine form.
Length: 44 pages
Recommended Grades: Junior and Senior High
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Description:

This issue contains several articles and lesson plans on the Progressive Era. Articles include the following:

Articles:

Historiography:

1. "Where Have All the Progressives Gone?"
2. "The Progressive Era and the World War I Draft"
3. "Evanston Women in the Progressive Era"

Personalities in History:

1. "A Progressive Reformer and Two of His Reforms"
2. "Starting a High School American Studies Program"

Lesson Plans:

1. The Progressive Era and the World War I Draft
2. Muckraking Project: Teaching the Progressive Era through Popular Culture
3. General Federation of Women's Clubs: A Role-playing exercise for studying the Progressive Era

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31. Connecticut Case Studies: *Connecticut Progressives.*

Author or Publisher: Mark Williams, Loomis Chaffee School
Date: 1989
Type of Materials: Lesson plans with primary sources.
Length: 30 pages
Recommended Grades: High School
Source: Connecticut Humanities Council
41 Lawn Avenue
Middletown, CT 06457
(203) 347-6888

Description:

Students role-play a news conference between Connecticut Progressives and newspaper reporters. By immersing themselves in the local history of Connecticut, students can grapple with the issues of the early twentieth century. When students have finished the role-play they will learn that Connecticut citizens were not really sure whether they were communalists or individualists. They were suspicious of rapid change, but, at the same time forced it upon themselves. They looked back to a more peaceful, pastoral world which may never have existed; they both loved and feared prosperity. Students will realize the complexity and diversity of Progressive positions.

Students will wrap up the unit with a discussion in which role-players summarize their individual backgrounds. Reporters will write a news story or an editorial after the news conference.

32. World War I: *The Home Front.*

Author or Publisher: The National Archives and SIRS
Date: Unknown
Type of Materials: A teaching unit with primary source documents.
Length: 70 pages of instructions as well as numerous facsimiles
Grade Level: Junior High or High School
Source: SIRS, Inc., Publishers
P.O. Box 2348
Boca Raton, FL 33427

Description:

World War I: The Home Front is a teaching unit designed to supplement and enliven your student's study of World War I by involving them in the process by which history is written. It is focused on five topics that relate to life on the home front, each represented by reproductions of documents in the National Archives and by classroom exercises for students.

The five topics covered are:

1. America Moves Toward War.
2. Women and the War Effort.
3. Uncle Sam Needs You.
4. Reactions to the Call.
5. When Johnny Comes Marching Home.

The unit includes objectives, a list of documents, an introductory exercise, a time line, a glossary and an annotated bibliography. It also contains exercises, worksheets, notes to the teacher and long-term projects.

33. World War I: *The Home Front, Perspectives.*

Author or Publisher: Procter and Gamble Educational Services
Date: 1987
Type of Materials: Lesson Plans and reproducibles.
Length: 10 pages
Grade Level: High School
Source: Procter and Gamble Educational Services
P.O. Box 599
Cincinnati, OH 45201

Description:

This unit discusses some of the home front activities of World War I, specifically those of the business community. Students look at primary source documents to support hypotheses about the role of business during wartime. Students identify specific activities and policies of business and business leaders and they learn how government can alter incentives and influence producers to make different decisions about what to produce. The unit uses cooperative groups to analyze the documents.

34. FDR'S Diary of Decision.

Author or Publisher: Patrick D. Niles, Salem Central School
Date: 1984
Type of materials: Teacher-written unit with extensive documents.
Length: 200 pages
Grade Level: High School
Source: Patrick Niles
Salem Central School
Salem, NY 12865

Description:

This is an extensive unit designed by a school teacher in the NEH Summer Institute on FDR. It is written for grades 9 through 12. One purpose of the unit is to have students make extensive use of primary sources to interpret the New Deal and its politics. Another is to show students what the common people were experiencing during the Depression. A third purpose is to put students in FDR's position as he made decisions and formed policy which would evolve into The New Deal.

"FDR's Diary of Decision" is a unit which consists of thirteen different sections pertaining to the New Deal. Some of the topics are the following:

1. The First Hundred Days.
2. The FERA.
3. Getting America's Business Working.
4. Old Age Insurance.
5. What to Do With the Nation's Youth.
6. Small Farmers in America.
7. Unions: What to do About Them.
8. The WPA.

The unit contains lesson plans based on primary sources.

TWENTIETH CENTURY AMERICA

35. Issues and Images: *New Yorkers During the Thirties.*

Author or Publisher: New York State Department of Education
Date: 1985
Type of Materials: ERIC reproduced unit using primary sources.
Length: 79 pages
Grade Level: Junior or Senior High
Source: ERIC Reports
Computer Microfilm Corporation
3900 Wheeler Avenue
Alexandria, VA 22304-6409

Description:

This packet contains a teacher's guide and 22 facsimile documents, including historic photographs, diary entries, advertisements, letters and newspaper clippings, telegrams, court testimonies, and oral interviews. Students see the Depression from the vantage point of those who lived through it.

The unit begins with an essay on conditions in New York during the 30's followed by a bibliographical essay. Guidelines for using the documents in the classroom are also provided. The documents are organized around three major themes: 1) the impact of economic conditions in rural and urban areas, 2) the effect of changing social conditions on rural and urban family life, and 3) the response of the state government to the economic upheaval.

36. History in the Raw: *A Documentary Approach to Civil Rights.*

Author or Publisher: Social Education
Date: November/December 1978
Type of Material: Magazine article with activities and primary sources.
Length: 20 pages
Grade Level: High School
Source: "Social Education," November/December, 1978.

Description:

Although this mini-unit dates from 1978, it remains very useful for studying the Civil Rights Movement through the investigation of primary source documents. (A teacher might want to bring the unit up to date.) Through primary sources students develop analytical skills while the documents directly link students with the lives of people from the past. Students also learn the subjective nature of any second-hand account.

This mini-unit provides the teacher with a selection of historical documents that serve as background for studying the U.S. Supreme Court decision in the case of the Regents of the University of California v. Bakke. The documents relate to the 14th Amendment, Plessy v. Ferguson, Brown v. the Board of Education, and the Bakke case.

WORLD HISTORY

37. Of Codes and Crowns: *The Development of Law.*

Author or Publisher: Coral Suter and Marshall Croddy, Constitutional Rights Foundation.
Date: 1983
Type of Materials: Published lesson plans.
Length: Instructor's manual, 112 pages, Students manual, 48 pages
Grade Level: High School
Source: Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90034
(213) 487-5590

Description:

This group of 5 units is in the *Law In Social Studies Series*. The booklet is a supplement for World History classes and explores sources of law. Set in the prehistoric period, the first unit explores the basic human need for rules. Next, students dig through Hammurabi's Code to examine the purpose of written rules. The Orestes myth introduces the tribunal of ancient Greece, an early procedure for applying rules. Students examine the development and refinement of legal processes by staging a mock trial, combat, and by sitting on a medieval English jury. A final unit on Renaissance Florence demonstrates the need for authority.

Classroom strategies employed in the units are: handling controversy, directed discussions, small group activities, brainstorming, simulations and role-playing.

38. The Odyssey, A Simulated Journey Through the World of Classic Greek Mythology.

Author or Publisher: Interaction Publishers, Inc.
Date: 1989
Type of Materials: Simulation.
Length: 57 pages
Grade Level: Elementary
Source: Interaction Publishers
DBA Interact
Box 997
Lakeside, CA 92040

Description:

In a simulated ascent of Mount Olympus, students read eight classical myths. They enhance their reading and writing skills completing exercises associated with each myth. Organized into six teams, they cooperate with one another in order to overcome "obstacles," (critical or creative thinking activities). After three rounds of reading myths, completing exercises on these myths, and meeting the obstacle's challenges, the teams face their final big cooperative task: working in an activity group to produce a class presentation ranging from a "Chart of Gods" to a "Trial of Prometheus."

WORLD HISTORY

39. Calliope: *World History for Young People.*

Author or Publisher: Cobblestone Publishing, Inc.
Date: 1990 on
Type of Materials: Magazine with articles and activities.
Length: 50 pages
Grade Level: Elementary or Junior High School
Source: Cobblestone Publishing, Inc.
30 Grove Street
Peterborough, NH 03458

Description:

Calliope is a lively magazine published five times per year for children in grades five through nine. Each issue covers one in-depth theme or topic in world history such as "The Great Explorers to the East" or "Byzantium, Constantinople, Istanbul." The magazine contains articles, illustrations, activities and puzzles which will engage students in the larger human issues. The editors are attempting to help students see the "interrelatedness" of historical events rather than presenting events in isolation. This magazine is a sister magazine to **Cobblestone:** *The History Magazine for Young People* which covers topics in American history.

40. Greeks, A Simulation of the History and Culture of Ancient Greece.

Author or Publisher: Interaction Publishers, Inc.
Date: 1989
Type of Materials: Simulation activities in a loose-leaf binder.
Length: 125 pages
Grade Level: Elementary or Junior High School
Source: Interaction Publishers
DBA Interact
P.O. Box 997
Lakeside, CA 92040

Description:

Students become involved in a simulation of ancient Greek civilization as they participate in a variety of exciting activities and tasks which will increase their understanding and appreciation of Hellenic history. Students will discover that the roots of our democratic way of life can be found in Greek history several centuries before Christ was born.

For about 5 weeks (or shorter if the teacher chooses) the classroom will resemble and reflect ancient times as young Hellenes journey through several phases of history and culture. Students choose Greek names and then they are assigned to one of five city-states. Students pass through seven phases in the simulation: 1) Academy, 2) Assembly, 3) Acropolis, 4) Theater, 5) Olympics, 6) Symposium, and 7) Festival. Throughout the simulation students will earn "Hellaspoints," seek personal *Arete*, be part of the democratic assembly, construct a Greek temple, write a Greek play, participate in classroom Olympic games, impersonate Greece's most illustrious citizens, and finally, participate in a Panhellenic Quiz Bowl to see which "city-state" has learned the most.

WORLD HISTORY

41. Ancient Navigation, *Classical Calliope, The Muses' Magazine for Youth.* Vol. VII, No. IV, November, 1987.

Author or Publisher: Cobblestone Publishing
Date: November, 1987
Type of Materials: Pamphlet with articles, graphics, and activities.
Length: 61 pages
Grade Level: Elementary and Junior High
Source: Cobblestone Publishing, Inc.
30 Grove Street
Peterborough, NH 03458
(603) 924-7209

Description:

This pamphlet is one in a series of background materials on both Greece and Rome. Some other pamphlets in the series deal with Children in the Classical World, Women, The Soldier, Mythical Monsters, etc. All issues contain background materials, graphics, plays and activities which teachers can use to supplement their course.

Features in this particular issue are:

1. Plying the Ancient Waterways, which describes Egyptian, Greek and Roman vessels.
2. Salamis and Actium.
3. Monsters of the Deep.
4. Young Caesar and the Pirates (A Play).
5. Ancient Naval Strategies.
6. The Signs of the Zodiac.

42. American Classical League, Monthly Teaching Packets.

Author or Publisher: The American Classical League, Miami University, Oxford, Ohio
Date: 1989-current
Type of Materials: Monthly packets on various subjects.
Length: 10 pages each
Grade Level: Elementary
Source: American Classical League
Miami University
Oxford, OH 45056

Description:

Each monthly packet focuses on a different theme from the classical world. For example, October's theme was the hero, featuring Vergil's **Aeneid**. The November packet was the culmination of the adventure. January's theme centered on the Ancient Olympics. Each story includes suggestions to help extend the reader's comprehension. All packets contain a variety of activities to bring the classical world into the elementary classroom. For example, every packet includes three pages of activities called "Words Still With Us." These contain Latin and Greek words currently in use in English, and they are presented in game format.

43. American Classical League Teaching Materials.

Author or Publisher: The American Classical League, Miami University, Oxford, Ohio
Date: Unknown
Type of Materials: Typed resource materials on Roman history.
Length: 40 stapled sets of five pages each
Grade Level: K-12
Source: The American Classical League
Miami University
Oxford, OH 45056

Description:

This is a collection of resource materials for Roman history. They range from background materials to plays and recipes. Some examples of topics are the following:

1. Ten Ancient Recipes From Cato's *De Agri Cultura.*
2. Modern Military Terms and Their Latin Equivalents.
3. Roman Coinage.
4. Parallel Chronological Table for the Lives of Vergil, Horace and "Augustus."
5. The Art and Practice of Music Among the Romans.
6. The Origin of the Roman Saturnalia.
7. Forerunners of the Red Cross in the Roman Army.
8. Elections and Voting Among the Romans.
9. References to Roman Life and Customs in the New Testament.

All of these resources can be used to supplement and enliven the course.

44. The Augustan Age. Vol. VII.

Author or Publisher: Robert J. Rowland, Ed.
Date: 1987
Type of Materials: Lesson activities, resources and lectures.
Length: 173 pages
Grade Level: Elementary
Source: The Vergilian Society of America
The University of Maryland
College Park, MD 20742

Description:

This volume of **The Augustan Age** contains selected teaching materials and resources prepared by the Fellows of The Aeneid Institute held at Miami University, Oxford, Ohio in 1986. Also included in this volume are three plenary lectures delivered at the Institute. The basic text used for these materials was **Vergil: The Aeneid**, translated by Robert Fitzgerald. Some of the important themes of the **Aeneid** which are emphasized in these lessons are: responsibility, perseverance, leaving a home, making choices, the role of fate and the effects of war.

"Journey Through the Classics Day" is a culminating activity for remedial reading students. "The Last Hours of Troy" is a play based on Emily Frenkel's **Aeneas: Vergil's Epic Retold for Young Readers**. In "The Aeneid: A Choral Reading," the author has produced a dramatic choral reading that tells the story of the Aeneid and highlights the major themes of the poem. "A Time Line for the Aeneid," provides a selection of dates and events which are designed to introduce students to history and chronology. There are hands-on art projects, two Reader's Theatres and a lesson called "Time Magazine Chronicles the Events of the Aeneid," in which students are asked to become reporters of events in the Aeneid. The collection also contains a simulation unit in which students vicariously participate in situations and events similar to those experienced by Aeneas. A comprehensive list of books and audio-visual materials for elementary and middle school teachers and students is an invaluable resource for teaching the Aeneid.

45. Medieval Studies for Secondary Schools.

Author and Publisher: NEH Seminar on Medieval Studies
Date: 1986
Type of Materials: Papers, classroom applications and bibliography.
Length: 169 pages
Grade Level: Junior and Senior High
Source: Dr. J.P. Bischoff.
Medieval Studies for Secondary Schools
Oklahoma State University
Department of History

Description:

A series of 19 papers with classroom applications and bibliography produced by teachers who attended a three week summer institute. All papers were independently researched and written by the teachers with the help of professors. Some of the topics are the following:

1. Courtly Love.
2. The Importance of Symbols in Heraldry.
3. The Development of Merlin.
4. Medieval Medicine.
5. Medieval Architecture.
6. Medieval Marriages.
7. The Status of Women in Chaucer and Steinbeck.
8. English Legal Procedures Before the Norman Conquest.
9. Anglo-Saxon Values.
10. Mathematics of the Middle Ages
11. The Code of Chivalry and the Code of the West.

46. Teaching and Learning About Traditional China, A Resource Manual for World History Teachers.

Author or Publisher: The Clio Project in History Education, University of California, Berkeley
Date: 1988
Type of Materials: Overview essays, primary source documents and three lessons.
Length: 158 pages
Grade Level: Junior and Senior High
Source: The Clio Project in History Education
University of California
Berkeley, CA 94720

Description:

The loose-leaf volume consists of two major sections. The first section contains an overview essay on early China called "The History of Chinese Civilization: An Interpretive Summary," written by Professor Jeffrey K. Riegel. He also includes a second essay called, "A Conceptual Summary of the History of Confucianism: Critical Concepts, Rival Philosophies, and Turning Points." The section ends with a selection of primary source documents from the major thinkers and texts of ancient China.

The second section of this notebook contains three lessons. They are entitled:

1. "The Ch'in Dynasty."
2. "Ch'ang-an: City, Civilization and Historical Example."
3. "Traditional China; The Evolution of the Virtuous Woman."

47. Teaching and Learning About India, A Resource Manual for World History Teachers.

Author or Publisher: The Clio Project in History Education, University of California, Berkeley
Date: 1988
Type of Materials: Overview essays, primary sources and lessons.
Length: 220 pages
Grade Level: Junior and Senior High
Source: The Clio Project in History Education
University of California
Berkeley, CA 94720

Description:

This loose-leaf volume has three sections. The first section contains two overview essays, one on Mughal and British India by Professor Barbara Metcalf, and a second on the history, culture and politics of South India, by Arun Swamy.

The second section contains seven lesson plans covering topics ranging from India's geography to marriage patterns in modern India. Also included is a host of supplementary resource materials on such topics as caste, Sikh separatism, and the political thought of ancient India. A third section contains a selection of primary source documents to supplement the lessons.

48. Teaching the French Revolution.

Author or Publisher: Center for Western European Studies, Institute of International Studies, University of California, Berkeley, in Cooperation with the Clio Project.
Date: 1989
Type of Materials: Lesson plans with background and primary sources.
Length: 104 pages
Grade Level: Junior and Senior High
Source: Center for Western European Studies
Institute of International Studies
University of California Berkeley
Berkeley, CA 94720

Description:

This curriculum unit in celebration of the Bicentennial of the French Revolution consists of two lesson plans, a historical background, plates, and some documents that can be used by teachers at the junior high and high school levels.

Lesson One deals with the concepts of Liberty, Equality, and Fraternity as expressed in writings of the *philosophes* Montesquieu and Voltaire, and the Revolutionary leader Abbé Sieyès. Lesson Two deals with the Three Estates that existed in France under the Old Regime. The Historical Background consists of a brief historical essay covering the background to the Revolution and the major events of the Revolution. It refers to contemporary plates at the beginning and a set of source documents near the end.

49. Nuremberg, A Simulation of the International Military Tribunal of 1945-1946.

Author or Publisher: Interaction Publishing, Inc.
Date: 1972
Type of Materials: A simulation.
Length: 30 pages
Grade Level: High School
Source: Interaction Publishing, Inc.
DBA Interact
P.O. Box 997
Lakeside, CA 92040

Description:

Nuremberg is a simulation that recreates the International Military Tribunal that tried the leaders of Nazi Germany. The students are assigned roles as judges of the Allied nations, as defense and prosecution attorneys, and as defendants and witnesses. However, before the groups begin detailed preparation for the trials, they divide research tasks defined in a 1919-1945 Research Outline assignment. After a few days of general background research and discussion, students work for several days on specific tasks that will prepare them to perform their respective roles during the trial.

The trial opens with the prosecution reading charges against each of the defendants and the defense entering a plea for each defendant. The trial proceeds through all stages including cross-examining of witnesses. After each side has presented its case on each defendant, the prosecution and defense then offer their concluding remarks. Judges retire to reach a verdict and sentence for each defendant.

WORLD HISTORY

50. Jackdaw Primary Source Portfolios

Author or Publisher: Golden Owl Publishing Company
Date: 1991
Type of Materials: Packets of primary source facsimiles with illustrated broadsheets.
Length: Eight to fifteen facsimiles with four to eight broadsheets.
Grade Levels: High School
Source: Jackdaw Publications
Golden Owl Publishing Co.
P.O. Box A03
Amawalk, NY 10501

Description:

Each portfolio contains facsimiles of primary source documents on a given topic. The documents are authentically reproduced bringing the Library of Congress, the National Archives, The Smithsonian Institution, the Museum of American Political Life and many local historic sites right into the classroom. Historians have prepared broadsheets with detailed information on each topic. In addition, transcriptions of hard-to-read materials and explanatory notes on the primary sources are included.

Forty-two topics are currently available from Jackdaw. The publisher plans to release 12 new titles each year as well as republish many of the excellent portfolios that have gone out of print.

Some of the latest topics are as follows: American Bands in History; History of Black Voting; Child Labor; Immigration: 1850-1920; Japanese-American Internment; Political Corruption Cartoons; Votes for Women; Columbus: First Encounters; and the Holocaust.

Some past topics which have been republished are: The Black Death; Coming of War: 1939; Martin Luther; World of Islam; Lenin; the French Revolution; The California Gold Rush: 1849; The Depression; Salem Village & the Witch Hysteria; and The Civil War.

WOMEN'S HISTORY

51. Restoring Women to History: *Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, The Caribbean, and the Middle East.*

Author or Publisher: Organization of American Historians
Date: 1988, 89
Type of Materials: Background materials and bibliographies
Length: 450 pages
Grade Level: High School
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN 47401

Description:

These extensive background materials are written primarily for historians and scholars. However, they are intended to help those who wish to incorporate women into their courses. The topics are the following:

1. The Challenge of Third World Women's History.
2. Theories That Explain the Subordinate Status of Women.
3. The Inadequacies of the Concepts of Traditional and Modern.
4. Religion.
5. Sexuality and Reproduction.
6. Domestic Relations.
7. Women's Economic Activity.
8. Political Power.
9. Women's Culture, Networks, and Autonomous Space.
10. Women in Cross-Cultural Contact.
11. Gender Plus Conquest: Colonialism and Imperialism.

These background materials are recommended for teachers who would like to develop lesson plans around them.

52. In Search of Our Past: *Units in Women's History.*

Author or Publisher: Women's Studies Program, Berkeley Unified School District, Berkeley, California
Date: 1980
Type of Material: Lesson Plans with background materials.
Length: 300 pages
Grade Level: Junior High
Source: Education Development Center
55 Chapel Street
Newton, MA 02160

Description:

The authors selected three topics from United States History and three topics from World History for in-depth study. The six units developed consist of the following:

1. Native American Women in Pre-Columbian America.
2. Southern Women from 1820-1860.
3. Women in Struggle: Women as immigrants and workers from 1820-1940.
4. Women under Feudalism in Western Europe and China.
5. Women and the Industrial Revolution in England and Japan.
6. Women in Change, a study of 20th century women in transition.

Each of these units builds progressively towards the next, but they are also made to stand on their own. This gives the teacher flexibility to choose one or all of the units. All units include activities, terms, background, discussion questions and bibliography.

53. Restoring Women to History, Materials for U.S. History, Part I and II

Author or Publisher: Organization of American Historians
Date: 1984
Type of Materials: Lectures and discussions.
Length: 500 pages each.
Grade Level: Post-secondary or Secondary
Source: Organization of American Historians
112 North Bryan Street
Bloomington, IN. 47401

Description:

This notebook is designed as a fourteen-week series of to supplement the U.S. history survey course. It can be integrated with the chapter outlines of all major textbooks in American History. Teachers should be able to find materials or emphases that fit with their own frameworks for teaching. An annotated bibliography for each week suggests articles and books that contain additional background useful for the instructor. Appendix A is a set of tables, graphs, and selections from articles to aid the instructor in preparing and teaching each section. Appendix B, designed for students, includes simple tables, contemporary writings and articles. Sample discussion questions also appear for each section. Although these materials were prepared for the post-secondary level, since they supplement textbook chapters they can be useful for the secondary teacher trying to incorporate women's history into his or her course.

54. Woman's Suffrage Movement, 1848-1920

Author or Publisher: Bonnie Eisenberg, National Women's History Project.
Date: None given.
Type of Materials: Unit with background, questions and research topics.
Length: 24 pages
Grade Levels: 5-12
Source: National Women's History Project
P.O. Box 3716
Santa Rosa, Ca. 95402

Description:

This unit is designed for use in history or government classes in grades five through twelve. The unit begins with a time line of the suffrage movement and a flow chart covering the development of the various women's organizations. A narrative is divided into nine chapters, with study questions at the end of each chapter. Following the narrative is a list of the individuals and organizations mentioned in the story with suggestions for further research. Additionally, there are classroom discussion questions and activity suggestions for various grade levels, a bibliography for further reading, and a list of media resources.

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS

55. National Center for History in the Schools Teaching Units

Author or Publisher: National Center for History in the Schools
Date: 1991 - ongoing
Type of Materials: In-depth instructional materials based on extensive use of primary sources.
Length: 70 pages per unit
Grade Level: Upper Elementary, Junior & Senior High
Source: National Center for History in the Schools
Moore Hall 231
UCLA
405 Hilgard Ave.
Los Angeles, CA 90024-1521

Description:

The National Center for History in the Schools has developed a collection of nearly fifty teaching units covering topics in United States and World History for grades five through twelve. These units are the fruit of a year-long collaboration between history professors and experienced teachers working together in institutes. The units range in time from several days to two weeks, offering you and your students enough time to study a crucial turning point in history. They are rich in both primary sources and lesson activities which are carefully keyed to the sources. Hopefully history will come alive as you and your students practice the historian's craft. We are attempting to make history come alive, to re-create a sense of "being there," a sense of seeing history through the eyes of the very people who were making decisions.

The following topics were available at the time we went to press with this report. Please write to us for our most recent list of topics and for order forms.

1. **Lessons From History: Essential Understandings and Historical Perspectives Students Should Acquire**
This 314 page volume by the Center's historians, curriculum leaders and classroom teachers examines the case for history in the schools; identifies the great themes and "habits of the mind" that unify the study of history, grades K-12; and sets forth the essential understandings historical perspectives in U.S. and world history that students should have the opportunity to acquire by graduation from high school. Organized chronologically by major eras in U.S. and world history, this volume provides an important resource for teachers' use in lesson planning as well as an indispensable resource

for curriculum planning, standards setting, and assessment in history at local, state, and national levels.

2. **The Neolithic Revolution: The First Farmers and Shepherds**
Children study archaeological illustrations to learn about this great leap forward in the history of mankind: the domestication of plants and animals between 8,000 and 3,500 B.C. and the resultant cultural changes.

Grades 6-8

3. **The Beginning of Civilization in Sumer: The Advent of Written Communication**
History begins with the written word. In this unit students explore the beginnings of written language. Students read colorful contemporary documents and compare cuneiform notation to the Morse Code.

Grades 6-8

4. **The Code of Hammurabi: Law of Mesopotamia**
This unit examines various law codes of the sophisticated culture of Mesopotamia. Students will read the precedent-setting case of "The Silent Wife" and examine how societies arrive at a system of justice by drawing on both divine and natural laws.

Grades 9-12

5. **The Origins of Greek Civilization: From the Bronze Age to the Polis ca. 2500-600 B.C.**
Older students learn how historians use archaeological evidence to reconstruct the history of Mycenae, Crete and Troy. They read documentary evidence describing the founding of a Greek polis in Africa. Younger students delve deep into Homer's Odyssey with a variety of projects. Some examples are: making puppets, "throwing" pottery, writing stories, publishing an Odyssey newspaper, writing epic poems, drawing murals and cartoons, and making maps.

Grades 5-12

6. **The Golden Age of Greece: Imperial Democracy, 500-400 B.C.**
This unit explores the achievements and tensions of Greece's most glorious century, the high point of Athenian culture. All lessons in this unit are based on a rich array of primary sources and renderings of architecture and artifacts. Topics include: The Persian Wars, Athenian Democracy at Work, The Story of Aristeides The Just,

Daily Life on Greek Pottery, Greek Drama, The Rebuilding of the Acropolis, Pericles' Funeral Oration, The Melian Dialogue, and finally, The Last Days of Socrates.

Grades 6-12

7. **Mansa Musa: African King of Gold**
This unit combines lessons in the history and geography of medieval West Africa. Students will read the fascinating descriptions of life in the court of Mansa Musa as recorded by 14th-century Arab scholars.
Grades 7-9

8. **Crowning the Cathedral of Florence: Brunelleschi Builds His Dome**
This unit recounts how the Renaissance architect Filippo Brunelleschi, with the backing of the government and guilds of Florence, designed the great dome of the cathedral of Santa Maria del Fiore starting a new era in the history of architecture.
Grades 7-10

9. **Ancient Ghana: Pre-Colonial Trading Empire**
This unit focuses on pre-colonial Ghana providing students with an introduction to the internal dynamics of an African Kingdom before European colonization. Students explore the ancient kingdom of Ghana, a thriving center of trade in the Western Sudan, boasting advanced technology and a sophisticated social organization.
Grades 5-8

10. **The Scientific Revolution**
This unit invites the student to explore the advances in scientific knowledge made in Europe in the mid-sixteenth to mid-seventeenth centuries, which radically changed humankind's basic notions of the very structure of the universe. Students are introduced to the contributions of key scientists and to their basic discoveries and inventions, using illustrations and short excerpts from their work. Lesson One compares the ancient earth-centered universe of Ptolemy with the new sun-centered solar system of Copernicus. Lesson Two shows how Galileo's telescopic observations verified Copernican theory. Lesson Three focuses on the development of the Scientific Method by Francis Bacon and René Descartes. Lesson Four shifts to the world of the microscope, and its expansion of human consciousness to the miniature world previously unavailable.
Grades 7-12

11. **Three Worlds Meet: The Columbian Encounter and Its Legacy**
Drawing on a wide variety of sources, this unit allows students to explore the Columbian Encounter from the perspective of Europeans, Native Americans, and Africans. Its lessons include maps, both Native American and European, pictures of Native American artifacts, and more traditional written documents taken from the Aztecs, Columbus's log, Bartolomé de Las Casas, etc. This unit traces the background of the encounters, including motives for exploration and shipboard life. Finally, the unit analyzes relations among the races as well as animal and plant exchanges. In so doing, the unit provides an introduction to the legacy of this fateful event.

Grades 5-9

12. **The Chinese Revolution: Who Should Own the Land?**
This highly participatory unit gives students the opportunity to grapple with the perennial issue of land distribution in China since 1940. Students are assigned to each of the four major social classes of 1940 China and are assigned shares of "land" (using their desks) in proportion to Chinese land distribution at that time, dramatizing the inequities in land distribution which becomes the theme of the unit. Next they read primary sources depicting the impoverished state of Chinese peasants in 1947. They then follow Mao Tse-Tung's sweeping land reform movement by reading "Stone Village," a fictionalized account of the violent turn that land reform often took. The unit concludes with an article in the Beijing Review, written by a farmer who became wealthy as a result of the shift from a command to a free-market economy.

Grades 7-10

13. **The Role of Women in Medieval Europe**
Students examine the roles of women in the Early Middle Ages with emphasis on the culture of the Germanic tribes that penetrated the Roman Empire; the property rights of women under feudalism; the participation of women in cultural life during the 11th through 13th centuries; and the occupational roles of women during the Late Middle Ages.

Grades 10-12

14. **Medieval Universities**
This three-lesson unit on Medieval Universities, targeted for grades 9-12, begins with a provocative description of the medieval student himself, and then uses primary sources to trace the development of the university system in late 12th-century Europe and its importance for curriculum advancement. Lesson One begins with a role-play

lesson in which students will actually participate in a medieval university classroom, learning how it was physically set-up and conducted. In the second lesson, students examine what the course of study was, how a degree was earned, and for which professions the universities were preparing their students. The third and final lesson then applies the medieval teaching methods of Peter Abelard and will discern the impact the medieval university has had on the subsequent development of modern thought.

Grades 9-12

15. **The Enlightenment**
Unit lessons on the "Age of Reason" are based on the English political thinkers Hobbes and Locke, the French Philosophes Condorcet, Rousseau and Montesquieu; Voltaire and his student, the "enlightened despot" Frederick II of Prussia; and Denis Diderot's Encyclopedie. The selections in this unit illustrate the social concerns of eighteenth-century Enlightenment thinkers on society, politics and education. Lastly, students trace the influence of the Enlightenment on the New World by reading excerpts from Franklin's Poor Richard's Almanack and Jefferson's Declaration of Independence.

Grades 9-12

16. **Early Jamestown**
This unit explores the founding and early development of Jamestown and the relationship between the colonists and the indigenous peoples. Documents include John Smith's description of the Powhatans, a description of the first residents of Jamestown, and letters and journal accounts of the early years.

Grades 5-8

17. **William Penn's Peaceable Kingdom**
Students explore the founding of Pennsylvania by examining a wide variety of documents including Penn's letter to the Delaware Chiefs, land deeds, theological writings, laws, paintings, and other sources. Students examine the conditions which fostered mutual respect, religious tolerance, and individual responsibility in the colony, and peaceable relations with the indigenous peoples.

Grades 5-8

18. **Women in the American Revolution**
Students explore the role of women in the Revolutionary movement. From a variety of contemporary accounts students discover that the struggle for American independence drew upon extensive support

of and participation by women.

Grades 5-8

19. **Congress Debates Slavery, 1790-1800**
Petitions from Absalom Jones and Benjamin Franklin eloquently present the case against slavery in late eighteenth century America. Students analyze biographical information of many congressmen and evaluate the positions taken during the congressional debates over slavery. Arguments on the constitutionality of congressional action to purchase the freedom of all slaves in the southern states are considered.

Grades 10-12

20. **Slavery in the Nineteenth Century**
Through a variety of documents, including letters by abolitionists, slave codes, parish records, and folk tales, students will explore the effects of slavery throughout society in the first half of the nineteenth century. Includes lessons on African-American culture, slaves' resistance, abolition, women's rights, and an annotated bibliography.

Grades 5-8

21. **The Port Royal Experiment: Forty Acres and A Mule?**
Students read about the military emancipation of slaves in South Carolina during the Civil War and learn that promises of land-ownership for freed men and women were broken immediately after the war. Documents represent the points of view of the field commander, President Lincoln, the abolitionists and former plantation owners.

Grades 9-12

22. **Keeping Them Apart: *Plessy v. Ferguson* and the Black Experience in Post-Reconstruction America**
Students will study the effects of Reconstruction-era legislation on race relations in the late 19th and 20th centuries. In addition to the *Plessy v. Ferguson* decision, students look at protests by African-American legislators, and a letter to an Alabama editor by Booker T. Washington. They also examine Boston's School Board rulings, restrictive labor laws in the South, and a description of racial violence in New York in 1900.

Grades 9-12

23. **Stride Toward Freedom: The Aftermath of *Brown v. Board of Education of Topeka, Kansas***
The landmark 1954 Supreme Court decision of *Brown v. Board of Education* overturned 50 years of segregation affirmed by the *Plessy v. Ferguson* case. Students will read Chief Justice Earl Warren's opinion on the case, the reaction to the ruling by the North Carolina Legislature, as well as letters by ordinary citizens to President Eisenhower, a letter from a Reverend Martin Luther King, Jr. to Vice President Richard Nixon, a letter from a Kentucky school teacher to the ICC, and the transcript of a speech delivered by President Kennedy.

Grades 9-12

24. **The Ghost Dance: The Indian Removal After the Civil War**
Students read accounts by U.S. government agents and by Indians describing conditions in the West after the Civil War. The documents set the stage for understanding the religious revitalization movement (Ghost Dance) of the 1870's, its suppression by the U.S. government, and the tragic massacre at Wounded Knee in 1890.

Grades 10-12

25. **Bacon's Rebellion**
By examining primary source documents students will explore Virginian society between 1640 and 1676 to study the causes of Bacon's Rebellion in 1676. They will learn about the fortune hunters who, when gold was not discovered, settled on tobacco as the quickest and surest way to riches. The unit will also show how the thirst for land led to encroachment on lands belonging to Indian tribes, both friendly and hostile. Finally, the unit gives insight into why the Southern colonies shifted from white indentured labor to black slave labor.

Grades 5-8

26. **The American Dream and the Gospel of Wealth in Nineteenth Century American Society**
Students read an excerpt from Benjamin Franklin's *Poor Richard's Almanac* to understand eighteenth-century American values, which emphasized frugality and hard work as the best course to a modest success in life. Next students enter the mid-nineteenth century and an industrializing and increasingly urban America. They read Horatio Alger's ***Ragged Dick or Street Life in New York, 1868*** in which luck, pluck and self-help are shown as the model path to success. Then through the writings of P.T. Barnum, Thorstein Veblen, Andrew Carnegie and Nathaniel West, students learn about

both positive and negative interpretations of the "gospel of wealth," that exalted money-making and the unprecedented economic power of the captains of industry.

Grades 9-12

27. **The Constitution in Crisis: The Red Scare of 1919-1920**
This unit examines the anti-communist scare of 1919-1920. Students will examine how exaggerated fears of political, racial, or ethnic groups can erode Americans' rights to basic freedoms. They will read excerpts from the Espionage Act of 1917, the Sedition Act of 1918, and the unanimous court opinion, written by Justice Holmes, in the Schenck case. They will also read anarchist leaflets and opinions in the Abrams and Gitlow cases. Other readings include a Readers' Theater about Attorney General A. Mitchell Palmer's "Case Against the Reds," and letters by political leaders and other concerned citizens to President Wilson on issues of free speech, free press, civil rights and liberties, and peaceable assembly.

Grades 9-12

28. **In the Aftermath of War: Cultural Clashes of the Twenties**
Through a variety of primary sources, including literary excerpts, advertisements, and trial transcripts, students learn about the fundamental changes in the 1920s that transformed the United States. Conflicts between urban and rural populations, and between native-born and immigrant Americans are explored through lessons on Prohibition, the Sacco and Vanzetti Trial, and the Scopes "monkey' trial.

Grades 9-12

29. **The Origins of the Cold War**
Students analyze the cultural, political, historical and economic factors that propelled the U.S. and the U.S.S.R. into the Cold War. They focus primarily on "atomic diplomacy" to determine the extent to which the development and acquisition of atomic armaments caused the Cold War. These issues are particularly relevant in light of recent developments in nuclear disarmament and the political collapse of the Soviet Union. Documents include U.S. Senate Committee findings, Henry L. Stimson's appeal for atomic talks with Russia, George F. Kennan's "Long Telegram," Winston Churchill's "Iron Curtain" speech, Henry Wallace's questioning of the "Get Tough" policies, the Soviet Union's UN delegate's attack on U.S. policy and the "Truman Doctrine" of 1947.

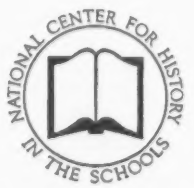
Grades 10-12

30. **The Puritans, Algonkians and Roger Williams**
Relying on primary sources, this unit explores the Puritan's attempt to create a utopian community in New England. Focusing on Winthrop's secular sermon "A Model of Christian Charity," the first lesson considers the values, goals, and political beliefs which animated the Puritan experiment. Special attention is given to the concept of the covenant as an organizing principle for Puritan society. The second lesson, showing how beliefs affect daily life, studies the way children were raised. The third lesson studies the region's original inhabitants, the Narragansetts, and their interactions with the Puritans. The final lesson introduces students to Puritan government. Emphasizing local government, town meetings, and the duties of citizenship, this lesson captures the way in which the Massachusetts Bay Colony provided an important antecedent for the representative government our nation would eventually achieve.

Grades 5-8

31. **The Evolution of the Bill of Rights**
Students explore the stormy history of the Bill of Rights from the original Virginia Declaration of Rights in 1776 to the states' retification of the first 10 amendments in 1791. The lessons include the discussion regarding incorporation of a Bill of Rights at the Constitutional Convention; a role play of the Federalist and Antifederalist debates; and a Readers' Theatre dramatizing the House debates. The unit is packed with documents and concludes with several cases involving the application of principles embraced by the Bill of Rights.

Grades 10-12



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